

Template D

Additional requirements for program accreditation in Queensland

Application for accreditation or re-accreditation of an Initial Teacher Education program

Queensland initial teacher education providers applying for national accreditation will do so in accordance with the legislative, policy and administrative requirements of the Queensland College of Teachers as the relevant jurisdictional teacher regulatory authority.

This template requires providers seeking program accreditation in Queensland to declare that Queensland-specific requirements are met in their program. Program providers must complete this form for all program applications for accreditation or re-accreditation.

Confirmation is required that recognition has been given, in this initial teacher education program, to all elements listed. Some elements also require cross referencing to evidence in other submission templates and documents.

Note: The evidence section *only* requires a reference to the appropriate page or section in your submission response to Template 2 and/or Template 3, or submission attachments such as a professional experience handbook.

REQUIREMENT

Entry prerequisites (undergraduate programs)

- Achieve a grade of C or higher in a QCAA General English subject, or equivalent subject from another jurisdiction; and
- Achieve a grade of C or higher in a QCAA General Mathematics subject, or equivalent subject from another jurisdiction.

It is assumed that students will have completed Units 3 and 4 in English and Mathematics.

Note: Applicants for teacher education programs, including school leavers, who are unable to meet any QCAA General subject (or equivalent) prerequisite must demonstrate an agreed 'acceptable alternative' specified by their preferred teacher education provider.

Confirmation

Professional experience placements

The Higher Education Institution (HEI) is responsible for the arrangement of professional experience placements, preparation of students for professional experience and their support during the placement in accordance with the activities detailed in agreements.

Confirmation and evidence

Evidence — Cross reference only required

Professional experience placements — Early childhood

Programs that prepare graduates to teach in both early childhood settings and primary schools prepare teachers for teaching the curriculum across both contexts:

- For Birth – 8 programs, preservice teachers will complete a minimum of one observed lesson in upper primary
- For Birth – 12 programs, preservice teachers will complete a professional experience in upper primary.

Confirmation and evidence

Professional experience placements — Early childhood cont.

Under the *Education (Queensland College of Teachers) Act 2005* (the Act), a school means a State school or non-State school. Early childhood education and care services do not fall within this definition. Professional experience must consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting as defined by the Act.

Confirmation

REQUIREMENT (cont.)***Professional experience placements — Early childhood cont.***

To contribute to minimum professional experience requirements for nationally accredited programs, professional experience placements must include teaching as defined by the Act. For early childhood education and care services this means the delivery of a prescribed educational program as defined by the *Education (Queensland College of Teachers) Regulation 2016*. Currently, the *Queensland kindergarten learning guideline* (QKLG) is the only recognised early childhood prescribed program.

Confirmation and evidence***Professional experience placements — Early childhood cont.***

Professional experience placements in early childhood education and care services require the preservice teacher to be supervised and assessed by registered teachers. For professional experience purposes, 'supervised' requires the registered teacher to be working alongside the preservice teacher in the same room for the duration of the placement for the purposes of coaching, providing feedback and assessing practice during experience-based learning. As professional experience placements in the birth to two years age bracket do not contribute to minimum professional experience requirements, they are exempt from this requirement. *Example evidence might include communication with early childhood centres about the supervision expectations for Birth–2 and 3–5 professional experience.

Confirmation and evidence

Evidence — Cross reference only required

Final professional experience recommendations

The *Queensland Professional Experience Reporting Framework* is reflected in all professional experience undertaken in Queensland schools and the HEI and schools use the *Final professional experience recommendations* for the final professional experience of any initial teacher education program.

Confirmation***Supervision and assessment by registered teachers***

Section 83(2) of the *Education (Queensland College of Teachers) Act 2005* states 'A person who is not a registered teacher must not supervise, or assess the work of, a teacher or a student teacher in a prescribed school'.

The intent of section 83(2) is that all those involved in assessing a preservice teacher during professional experience, that is, while the preservice teacher (student teacher) is in the school, including HEI and school staff, must hold teacher registration.

If a person such as a university supervisor, is involved in professional experience assessment including, for example, the implementation of 'at risk' procedures, that person must be registered, whether the assessment is taking place in the school or remotely.

*Evidence should include teacher registration numbers of HEI staff who will supervise and/or assess the preservice teachers in this program either in person or remotely.

Confirmation and evidence

Evidence — Cross reference only required

Alignment to workforce demands

The program acknowledges school system and early childhood sector demands for teachers.

Confirmation***Current priority areas***

The program provides for graduates to develop understanding of the following priority areas.

Confirmation and evidence

REQUIREMENT (cont.)

<i>Priority area</i>	<i>List of Units/Subjects</i>
Prevention education to increase awareness and understanding of the prevention of child sex abuse and potentially harmful sexual behaviours in children.	
Supporting child-related institutions in creating safe online environments.	
<i>Queensland Anti-Cyberbullying Taskforce Report</i> recommendation strategies for teachers to prevent and intervene in bullying and cyberbullying.	
Domestic and family violence.	

DECLARATION BY DEAN/HEAD OF SCHOOL

I endorse this document as the formal recognition of the additional requirements for program accreditation in Queensland.

Name

Position title

Name of faculty /school

Email

Phone number

Signature

DD/MM/YYYY

APPENDIX 1: DOMESTIC AND FAMILY VIOLENCE

Initial Teacher Education program outcomes

Initial teacher education programs should ensure that graduate teachers have demonstrated knowledge and/or skills, as noted below.

Knowledge

- Understand what is domestic violence and family violence, including the different forms of each.
- Awareness of the prevalence of domestic and family violence in Australia and the significant and long-lasting effects on its victims.
- Knowledge of the common signs/indicators of abuse and/or neglect.
- Understanding of how to respond appropriately to signs and/or disclosures of domestic and family violence, including how to speak with suspected victims and implement practical safety measures.
- Understanding of the teachers' role in promoting fundamental attitudinal change in relation to long-held and entrenched beliefs about gender, masculinity, power and relationships.
- Understanding of the relevant sub-strands and threads of the Australian Curriculum: Health and Physical Education as an important starting place for teaching and learning in relation to domestic and family violence.

Teaching strategies

- Ability to enact a range of classroom management strategies to ensure that students feel safe, valued and respected at all times.
- Awareness of curricular and extra-curricular programs that focus on developing students' understanding and skills related to personal safety and the safety of others, including how to recognise and respond when they, or others, are unsafe (e.g. the relevant sub-strands of the Australian Curriculum: Health and Physical Education).
- Ability to design and implement learning experiences that promote acceptable boundaries, respect for self and others, equality, productive relationships, and proactive strategies for managing and resolving conflict without violence.
- Ability to engender students' trust and the confidence to seek help if required.

Priorities, policies and resources

- Understanding of ethical standards, code of conduct and public service values which require teachers behave in a way that promotes an environment free from violence and supports those who are affected by domestic and family violence.
- Understanding of legislative requirements, key systemic policy documents and resources that assist teachers to respond appropriately and report/refer suspected abuse and/or neglect.
- Knowledge of the range of personnel and services available to support children, young people and adults affected by domestic and family violence.

- Teachers are conscious of protecting their own physical and mental health when responding appropriately in situations where domestic and/or family violence is suspected.

Program design

Initial teacher education programs may address these issues in specific units of study or by embedding them across the program of study.

This priority area aligns to the following focus areas of the *Australian Professional Standards for Teachers*.

Standard 1: Know students and how they learn

Focus area 1.1: Physical, social and intellectual development and characteristics of students

Standard 4: Create and maintain supportive and safe learning environments

Focus area 4.1: Support student participation

Focus area 4.4: Maintain student safety

Standard 7: Engage professionally with colleagues, parents/carers and the community

Focus area 7.1: Meet professional ethics and responsibilities

Focus area 7.2: Comply with legislative, administrative and organisational requirements

Focus area 7.4: Engage with professional teaching networks and broader communities

Resources for teachers

Queensland

[Not Now, Not Ever: Response to domestic and family violence](#)

[Domestic and Family Violence Prevention Strategy 2016–2026](#)

[End Domestic and Family Violence resources](#)

[Respectful relationships education program](#)

[Department of Communities, Child Safety and Disability Services – domestic and family violence resources](#)

Australia

[National Plan to reduce Violence against Women and their children 2010–2022](#)

[Stop It At The Start](#)

[DVConnect](#)

[Our Watch](#)

[Australia's National Research Organisation for Women's Safety \(ANROWS\)](#)

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